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ABSTRACT

In addition to its significance to educators as a major revision of a Federal education and training program, the Carl D. Perkins Vocational Education Act contains many provisions that will have an impact on the relationship of vocational education to employers and the job training partnership community. The law requires that 43 percent of each State's Federal allotment be spent on program improvement, expansion and modernization, increased employer participation throughout the program, and a planning process focused on labor market conditions and employers' hiring needs. Fewer Federal funds will be used to maintain existing programs. The law is highly targeted toward special needs populations. In addition, it provides for two new programs--the Adult Training, Retraining, and Employment Development Program and the Industry-Education Partnership for Training in High Technology Occupations Program. Extensive coordination requirements have been developed to encourage joint planning and information exchange between vocational education and the Job Training Partnership Act programs. The law also shows increased awareness of the role of community-based organizations in serving special population groups; for the first time, these organizations will be able to receive Federal funds. (Author/MN)

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FOREWORD

Far-reaching changes in how the federal government provides leadership to the vocational education system were made by the Carl D. Perkins Vocational Education Act, signed into law on October 19, 1984. Although federal funds are a small portion (less than 10%) of all money spent on vocational education, this investment is important because it helps provide direction to the entire system, supplements state and local funding for a broad range of activities, and leverages state and local dollars to achieve federal objectives.

In addition to its significance to educators as a major revision of a federal education and training program, this law contains many provisions that will have an impact on the relationship of vocational education to employers and the Job Training Partnership community.

This law clearly commits the federal government to ensuring that vocational education meets the challenge of rapid change in the workplace so as to better serve students and employers. The law requires a substantial portion (43%) of each state's federal allotment to be spent on program improvement, expansion and modernization, increased employer participation throughout the program, and a planning process focused on labor market conditions and employer's hiring needs. Two new programs are particularly structured to meet employer needs: the Adult Training, Retraining and Employment Development Program; and the Industry-Education Partnership for Training in High Technology Occupations Program. Congress viewed the expanded partnership between educators and employers as necessary to keep vocational education a vital resource in a changing and expanding economy.

There is a new emphasis on program improvement. Fewer federal funds will be used to maintain existing programs. This redirection in the federal investment will drive more money into upgrading programs and is a major opportunity for the vocational/education system to make changes where needed.

Professionals and volunteers in the JTPA system will find many provisions of this law relevant to their responsibilities. First, the law is highly targeted towards special populations and directs additional federal funds toward serving them. Many of the individuals served by these programs may also be JTPA-eligible. Second, there are extensive coordination requirements to encourage joint planning and information exchange between vocational education and the Job Training Partnership Act programs, which will remove barriers that have limited opportunities for coordination of services.

Planning cycles between the two systems are synchronized and, at both the state and local level, JTPA councils are brought into the vocational education planning process. JTPA administrators may be particularly interested in the assessments of occupational demand, student needs, program quality, and system capacity to address occupational change that must be conducted in preparation of the state vocational education plan.

The law also shows increased awareness of the role of community-based organizations in serving special population groups. These organizations will be eligible to receive funds under the new law.

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THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

Background

The Carl D. Perkins Vocational Education Act, was signed into law on October 19, 1984, authorizing federal funding for vocational education through 1989.

Since 1917, the federal government has provided limited funding to states to encourage growth of, and supplement state and local funds for, occupational education offered primarily through the public school system. Even though these federal funds (currently $731 million) have become a small portion (approximately 9 percent) of the total spent by state and local governments for vocational education in recent years, a continued federal investment has been justified for three reasons:

- to contribute to the development of human capital to meet the demands of a national labor market;
- to encourage an equitable distribution of resources to serve populations with special education and training needs; and
- to undertake research and technical support for activities that would be inefficient for any state or locality to attempt by itself.

The federal government sought to stimulate non-federal funding for expansion of the system through its investment of funds, and has been very successful in doing so. For example, state and local expenditures for vocational education grew from $566 million in 1966 to approximately $6.1 billion in 1980. Beyond general support to the system, the federal role has had different emphases throughout its 67 year history. Reflecting a growing concern in the 1960's to address a new range of social and economic needs, the Vocational Education Act of 1963 contained requirements to use federal funds to serve special population groups. Amendments to the Act in 1968 and 1976 went further by establishing mandatory set asides of funds in the basic state grant for the disadvantaged, handicapped, and for postsecondary programs. The 1976 amendments also added new planning procedures so as to use federal funds to influence the use of state and local funds and to put in place provisions to encourage sex equity in vocational programs.

As Congress approached the current reauthorization of the Vocational Education legislation, the federal role was criticized for having lost much of its meaning. In 1976, Congress had directed the National Institute of Education to do a thorough evaluation and study of vocational education programs conducted under the Act. The study, completed in 1980, became a driving force behind the development of new legislation in 1984. The study concluded, "the Vocational Education Act of 1963, as amended in 1976, attempts to accomplish too much with too few resources."[1]

1/"The Vocational Education Study: The Final Report", National Institute of Education, September 1981.

Other major conclusions of the study were:

- Mis-matches exist between the goals of federal policy and the means provided to realize them;
- The 1976 Act is prescriptive in the procedures it requires but permissive in what the states can spend federal funds on;
- Improvement in the nation's vocational education enterprise is a key purpose of federal policy but the Act lacks effective means for achieving this objective.

These criticisms strongly influenced the Congress, particularly the Senate, in its development of the new legislation in 1984.

As the federal law was becoming increasingly complex and requiring more compliance by state and local educational agencies to evoke social change, federal funds were steadily diminishing as a percentage of the total amount available for vocational education. In FY 1966, the federal share of vocational spending nationwide was 29 percent; by 1980 the federal share had decreased to 9.4 percent. The irony of the higher expectations placed upon a smaller federal contribution was recognized by Congress in the 1984 Act.

There were several themes that prevailed during the legislative discussions leading to the new Act:

- the desire to provide additional federal support to the vocational education system and to better focus the federal investment;
- the need to promote greater cooperation between schools, business, and labor in preparing students for employment, and
- to encourage the teaching of new technologies in vocational education;
- the need for equitable criteria for distributing federal funds to local educational agencies, particularly those in communities with greater economic need;
- the need to improve the academic foundation of vocational students;
- the need to increase vocational education programs and services to adults in need of training or retraining, particularly women entering or re-entering the labor market;
- a desire to increase coordination and information sharing between vocational education and federal job training programs established under the Job Training Partnership Act of 1982;

- a desire to narrow and limit the federal role while reducing planning and administrative requirements imposed by federal law (the legislation contains fewer compliance requirements that must be met by local schools in order to receive federal funds); and

- a desire to link the state and local use of federal funds to national priorities identified in the Act.

These forces led to the creation of a bill that is significantly different from earlier federal vocational education legislation. This new law funds programs that carry out two major priorities:

- increased access for people with special needs, and
- program improvement.

Funding for special populations and programs increases from 45 percent to 57 percent. New criteria are imposed for distribution of federal funds to eligible recipients (local educational agencies and postsecondary institutions) and use of federal funds for maintenance of existing programs and administration is limited for the first time. There is a restructured and strengthened state council, a new planning cycle and requirements to ensure coordination with the Job Training Partnership Act. These changes will cause adjustment within the system and pressures will be felt because the law is to be fully implemented on July 1, 1985.

An additional complicating factor is that the law which authorizes new programs and deletes old programs was not passed by the Congress until after the FY 85 appropriations bill was completed. (Vocational education is forward funded, i.e., Congress appropriated funds in September, 1984, for the program year starting July 1, 1985.) So now the funding and program structures no longer match. Also, the new law authorizes federal funding of $950 million, while the Congressional appropriations is for the current funding level of $731 million. Congress may pass a supplemental appropriation bill in order to increase funding for this program and to adjust funding so that it meshes with the creation and realignment of programs. In case Congress does not pass a supplemental appropriation, the Department of Education is working out how to distribute the appropriated funds under the new program structure. It is possible, in either event, that some of the new programs in the Act may not receive any funds at this time.

OUTLINE OF MAJOR PROVISIONS OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

The Act has five major sections:

Title I: Vocational Education Assistance to States determines the funding allocation to the states, the distribution of funds within the state, and lays out state organizational and planning responsibilities.

Title II: Basic State Grants for Vocational Education establishes guidelines for the use of each state's basic federal grant which is the core of the program, and the special population groups that must be served under the grant.

Title III: Special Programs authorizes five additional programs to be administered by the states:

-- Special Assistance for Vocational Education Support Programs by Community Based Organizations

-- Consumer and Homemaker Education

-- Adult Training, Retraining and Employment Development

-- Comprehensive Career Guidance and Counseling Programs

-- Industry-Education Partnerships for Training in High-Technology Occupations

Title IV: National Programs establishes activities and programs to be funded by the Secretary of Education out of his discretionary funds. These are:

-- Research (including support for a National Center for Research on Vocational Education)

-- Demonstration Programs, such as cooperative education programs, centers for the retraining of dislocated workers, and centers of Vocational Education for older individuals

-- National Occupational Information Data Systems

-- National Council on Vocational Education

-- Bilingual Vocational Training Programs

Title V: General Provisions contains necessary administrative provisions and definitions.

Purpose of the Act

This law contains two overriding goals for the federal investment in vocational education:

- to help states modernize and develop top quality vocational education programs, and

- to improve access to vocational education programs for all, particularly those who have been inadequately served in the past.

The dual purpose is reflected throughout the law.

Funding Levels

This Act authorizes a total federal funding level of $950 million. The current authorization is $731 million. Authorization levels describe the maximum funding Congress may provide. Appropriation legislation determines how much is actually available to spend. As mentioned earlier, this law was passed after the appropriation legislation and there is a mismatch between funding and the new program structure as well as a gap between what was appropriated for FY 85 and the level called for by the new law.

The authorized funding level for FY 86 is as follows:

Title I Vocational Education Assistance to the States (except State Councils) Title II Basic Grant to the States Title IV National Programs (except bilingual training)	$835.3 million
Title III Special Programs	
• Vocational Education Support Community Based Organization	$15.0 million*
• Consumer and Homemaking Education	$32.0 million
• Adult Training	$35.0 million*
• Career Guidance & Counseling	$ 1.0 million*
• Industry-Education Partnership for Training in High Technology	$20.0 million*
State Councils	$ 8.0 million
Bilingual Vocational Training	$ 3.7 million
Total Authorized	$950.0 million

Specific funding levels are not cited for the remaining years of the authorization; rather, the law states such sums as may be necessary.

* Unless additional funds are made available through a supplemental appropriation, it is unlikely that states will be able to implement these four new programs. Since federal funding is already appropriated for consumer and homemaking education, this program is expected to be funded at its current level of $32 million.

Title I. ADMINISTRATION

Allotment of Federal Funds to States and Their Use Within States

The Carl D. Perkins Act kept the existing formula for alloting federal funds to the States.[2/] The law added a "hold harmless" provision which guarantees that no state will receive less than its fiscal year 1984 allotment. If FY 85 appropriations for vocational education are greater than the fiscal year 1984 appropriation, states would receive their share under the formula, except that no state would receive less than one half of one percent of the amount available, or more than 150 percent of the prior year's allotment. The Secretary of Education may reallot state's federal funds among other states if it is determined that any portion of the state's allotment will not be used.

Each state may retain 20 percent of its basic grant for state-wide activities. Seven percent of the State grant may be used for administrative expenses,[3/] leaving 13 percent for statewide activities. Each state must spend at least $60,000 of its administrative funds to carry out the responsibilities of the sex equity coordinator.[4/] States are required to distribute 80 percent of the basic grant to local educational agencies and postsecondary institutions and ensure that more funds are allocated to economically depressed areas than to areas that are not economically depressed. (States may determine their own criteria for identifying economically depressed areas.) With the exception of funds earmarked for the disadvantaged and handicapped, which must be allocated by formula, states may distribute the federal funds on a discretionary basis (see page 12 for further details).

[2/]The formula is arrived at by dividing half of the appropriation among the States in proportion to their share of the national population between ages 15 and 19, twenty percent in proportion of their share of the population between ages 20 and 24 fifteen percent in proportion to their shares of the population between ages 25 and 65, and fifteen percent in proportion to their shares of the population between ages 15 and 65. Each allotment is then inversely weighted by the ratio of state to national median per capita income to increase allotments to poorer states and decrease those to the richer. ("The Vocational Education Study: The Interim Report", National Institute of Education, 1980.)

[3/]"Administration" is defined in the law as "activities of a state necessary for proper and efficient performance of its duties under the Act, including supervision, but does not include curriculum development activities, personnel development, technical assistance or research activities."

[4/]In those states where the funds for the sex equity coordinator exceed 1 percent of their allotment, the state's administrative funds may be increased by the excess amount (by the amount that 60,000 exceeds 1 percent of the allotment). This is most likely to occur in small states who have limited federal funds for administrative costs.

After states receive their allotment and deduct seven percent for administrative costs, funds must be used as follows:

- 57 percent for special population activities conducted under Part A of the Basic State Grant;
- 43 percent for Program Improvement, Innovation and Expansion activities conducted under Part B of the Basic State Grant.

State Organizational and Planning Responsibilities

This law requires that three basic administrative elements be in place before a state can receive federal funds:

- a State Board of Vocational Education which is the sole state agency responsible for the administration of the program;
- a State Council appointed by the State Board or Governor to advise both on broad policy matters and administration of the program; and
- a State plan which describes the proposed uses of the federal funds and contains assurances that the state will comply with the requirements of the law.

State Board of Vocational Education

States will continue to designate or establish a State Board of Vocational Education to be responsible for the governance of vocational education programs. Many states select the agency responsible for elementary and secondary education as the state board but other agencies may be designated as the state board depending on state laws enacted to implement this requirement.

The State Board is responsible for coordinating the development of the State plan and evaluating activities assisted by the Act. In the development of the plan, the Board must consult with the State Council on Vocational Education and other agencies or groups that have an interest in programs funded under the Act. The Board must also meet formally at least four times a year and can adopt procedures that it considers necessary to ensure coordination with the State Job Training Coordinating Council established under the Job Training Partnership Act.

The State Board must also continue to assign one individual to serve as the sex equity coordinator to review the state's progress in eliminating sex discrimination in vocational education and to develop appropriate recommendations. The new law, however, expands the authority and responsibility of the sex equity coordinator by requiring that this individual administer two new programs: activities and services for individuals who are single parents or homemakers; and activities and services for individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education.

The State Board also must take on two new responsibilities that support the efforts of employers and the Job Training Partnership community to be active and informed parties in vocational education:

- the Board must establish at least two "technical committees" to advise the State Council and the Board on skill levels that are needed to enter and progress in broad occupational areas. In this new state level entity, membership must be drawn from employers in relevant industry, trade, professional organizations, and organized labor who are able to address the specific competencies needed for productive employment in given jobs and industries. The State Board is responsible for determining the occupational areas the technical committees will address, procedures for their membership selection, operation and duration.

- The State Board must provide to each private industry council in the state a listing of all programs that receive federal vocational education funds. This information would let PICs know which institutions in their service delivery areas operate federally assisted programs and the nature of that program or service. If PICs do not receive this information from the Board, they should contact the State Director for Vocational Education to request a copy.

State Council on Vocational Education

State councils, which provide the forum for broad policy input into the system by various interest groups, will undergo major changes under the new law and will reflect the strong commitment of the Congress to forge strong ties between educators and the private sector.

The councils which are appointed by the Governor (or the State Board in states where the Board is elected) must be established and certified by April 1, 1985. Membership will be limited to thirteen people. Seven of the thirteen members must represent the private sector -- five from business, industry or agriculture and two from organized labor. One of the private sector representatives must also be a member of the State Job Training Coordinating Council. "Due consideration" must be given to individuals who serve on private industry councils in the selection of members. The balance of the council must be individuals who equitably represent secondary and postsecondary vocational institutions. These individuals must also have knowledge of the educational and career development needs of special populations. The council chair must be selected from the private sector representatives. The state council is responsible for determining the time, place and means of meeting as well as its operating procedures and staffing.

Most states will have to make the adjustment of having a much smaller state council. Previous legislation required that 20 different interests be represented, so frequently councils numbered 25 or more individuals. Although these large councils were an attempt to recognize all the diverse interests in vocational education, their size made them at times unwieldly and limited their effectiveness.

To strengthen the role of the state councils, they are directed to investigate specified areas of operation within vocational education. The Council is asked to advise the State Board, the governor, the business community and the general public on the following subjects:

- policies to strengthen vocation education (paying particular attention to the handicapped);
- initiatives the private sector can undertake to assist in the modernization of vocational education;
- the distribution of spending for vocational education and the availability of activities/services within the state;
- the establishment of evaluation criteria for vocational programs;
- the operation of vocational education programs which emphasize the use of business and labor concerns;
- the distribution of funds, particularly the division between secondary and postsecondary programs;
- procedures to enhance the public participation in local vocational education programs, particularly that of employers and organized labor;
- the access of special population groups to vocational education;
- the effectiveness of vocational education delivery systems assisted under this Act and under JTPA, and the effectiveness of coordination that takes place between vocational education and JTPA. (The State Council is required also to advise the State Job Training Coordinating Council, the Secretary of Education and Secretary of Labor on its finding and recommendations in this area.)

Finally, the State Council is directed to be involved in the development of the State plan during the planning year and in subsequent modifications. The plan, which is the blueprint used to describe the use of federal funds and assess the occupational needs of the state, is prepared every two years with the exception of the 3-year plan now being developed. Due to the compressed transition and planning period that is necessary to bring the vocational education system into compliance with the new law by July 1, 1985, it is possible that not all new state councils will be in place during the developmental stage of the initial 3-year plan (which is expected to occur during January and February, 1985). Although the law does not require new councils to be certified until April 1, the Department of Education has encouraged states to have their councils certified by March 1 in order to allow new councils the full time (60 days) for review and comment. States may call upon the existing councils to assist in the development of the new plan. However, the plan must be reviewed and commented upon by the "new council" before it can be submitted for approval to the Department of Education.

The allotment of funds for operation of the State Council is determined by formula except that each state must receive a minimum $120,000 and no more than $225,000. The State Council has sole control over its funds but must designate an appropriate state or public agency to be its fiscal agent.

State Plans

The new law also requires that a State plan be submitted to the Secretary of Education describing how the federal funds will be used. Previous legislation had required that the plan describe the use of state and local funds as well, but this has now been eliminated by the Carl D. Perkins Act. More comprehensive and coordinated local and state planning was a focal point of the 1976 vocational education legislation in order to encourage better use of labor market and evaluative data in guiding the development and implementation programs. However, as Congress approached reauthorization in 1984, there were frequent complaints that planning requirements turned out to be paper compliance exercises. This Act seeks to retain positive features of a thorough planning process which encourages states to define goals and design a plan to achieve them, while at the same time reducing unnecessary compliance activities.

One of the most significant changes in the planning process is to make the planning period coterminous with that of JTPA. To accomplish this, the law puts in place an initial three year plan cycle and then moves to a two year cycle with amendments as needed. (Previously, there had been a five-year plan with annual updates).

In its preparation of the plan, the State must assess and analyze the following data to ensure that states are using federal funds to meet the national priorities of access and quality improvement:

- current and projected demand for general occupational skills (the State Board is expected to draw on the occupational information developed by the State Occupational Information Coordinating Committee among its sources for this information);
- the needs of students in order to improve skill levels in light of state's occupational and skill requirements;
- the needs of special population groups served by this Act in relationship to the needs of the labor market;
- the quality of vocational education in terms of:
    - -- its pertinence to the workplace and new and emerging technologies;
    - -- the responsiveness of programs to current and projected occupational needs;

  - -- the capacity of programs to ease school-to-work and secondary-to-postsecondary transitions;
  - -- the technological and educational quality of vocational curricula, equipment and instructional materials;
- the capacity of local educational agencies to deliver vocational education services necessary to meet the above mentioned needs;
- how services and activities funded by the Act may be expected to assist the State in addressing these assessments.

The plan must describe not only the intended uses of the federal funds, but also the progress the State has made in achieving its goals, its criteria for approving local applications, and the joint planning and coordination that takes places with related programs, including the Job Training Partnership Act. Each State plan must also contain assurances that the State will comply with the federal law, including that:

- the State will distribute 80 percent of its basic grant and 100 percent of funds reserved for the handicapped and disadvantaged to eligible recipients;
- the State will evaluate 20 percent of the eligible recipients each year;
- the State will maintain levels of expenditures for career guidance and counseling;
- the State will distribute more funds to eligible recipients in economically depressed areas than to eligible recipients not in such areas and describe the criteria for achieving this.

The Board must hold at least two public meetings during the development of the plan. Once the plan has been prepared (under the leadership of the State Director of Vocational Education) in consultation with the State Council on Vocational Education, it must be given to the State legislature, State Council on Vocational Education and the State Job Training Coordinating Council for review and comment. The plan must be given to them sixty days before final submission to the Secretary of Education on May 1. In other words, the draft must be completed by March 1 and be ready for distribution.

If the comments of these three groups are not addressed in the final plan, their comments must be submitted to the Secretary with the State plan. If the State Council finds the plan objectionable for any reason, such as not meeting the labor market needs of the state, the council must file its objections with the State Board. The Board must respond to these objections in submitting the plan to the Secretary. The Secretary must consider the State Council comments in reviewing the plan for approval of federal funding. The opportunity for the State Council to submit its comments to the Secretary is viewed by the Congress as giving the Council an important new level of authority, while stopping short of giving the Council approval or disapproval powers.

Once the Secretary has received the plan, it must be approved by July 1, 1985, which is the start of the program year for which the plan is to be in effect. The Secretary may disapprove a plan only after giving reasonable notice and a hearing to the State Board. The Secretary is also required to provide technical assistance and guidance to the states in preparing their plan. State plans will require modifications if there are changes in program conditions, labor market conditions, funding or other factors requiring substantial amendments. If the plan needs to be changed due to any of these factors, the State Board in consultation with the State Council shall prepare and submit amendments to the Secretary of Education. These amendments must be reviewed by the State Job Training Coordinating Council as well as the State Council on Vocational Education. The Secretary of Education has sixty days to act on these amendments.

Local Application

Local educational agencies that want federal vocational education funds must submit an application to the State Board covering the same period as the State plan. Following through on the Congress' desire to limit federal requirements at the local level, there are only two federally mandated components for this application:

- a description of services and activities to be funded, and
- a description of coordination with Job Training Partnership Act programs.

The State Board, however, may request additional information in the application if it is designated as a state imposed requirement. The Board may also exempt school districts who provide relatively few services under the Act from submitting these requirements if they identify the criteria for exemptions in the state plan. Local advisory councils are no longer required by federal law. This represents an effort to reduce federal mandates rather than disapproval of local councils.

The law also states that the local application is to be available for review and comment by JTPA administrative entities. Service delivery areas should contact the appropriate school board(s) to request a copy of local application(s). These are generally prepared in November and December in order to be submitted to the state before it starts its preparation of the state plan.

Title II = BASIC STATE GRANTS FOR ACTIVITIES AND SERVICES

Each state will receive a basic state grant that provides the bulk of their federal funds and is allotted on the basis of population and income ratios. This single grant is divided into two parts reflecting the major objectives of this Act:

- Opportunities for Special Populations (Part A), and
- Program Improvement (Part B).

States may also receive additional funds for the special programs authorized under Title III if these programs are funded by the Congress.

Part A - Vocational Education Opportunities

The need to better serve population groups with special barriers to employment is a major goal of this legislation. Over the past two decades, the Congress has viewed federal vocational education funding as an important tool in encouraging states to make their vocational programs more accessible, but the Carl D. Perkins act goes much further in pursuing this objective.

This goal is carried out by requiring that 57 percent of the funds that each state receives in the basic grant be spent in programs serving specific groups of individuals.

The law earmarks six special populations who must be served under this program and requires funds be set aside for those groups accordingly:

• handicapped individuals	10.0%
• disadvantaged individuals	22.0%
• adults who are in need of training and retraining	12.0%
• individuals who are single parents or homemakers	8.5%
• individuals who participate in programs designed to eliminate sex bias and sterotyping in vocational education	3.5%
• criminal offenders	1.0%
	(57.0%)

States must match every federal vocational education dollar spent on the handicapped and disadvantaged, and adult programs, with a non-federal dollar (the non-federal share of the handicapped and disadvantaged dollar must come equitably from state and local funds although the State Board can exempt a local eligible recipient from this match if necessary).

The law is particularly specific in how the federal funds for the handicapped and disadvantaged must be used and allocated within the state. The funds for the handicapped and disadvantaged are to be used for supplemental staff, equipment, and materials not provided to other vocational education students, that are essential for handicapped and disadvantaged students to participate in vocational education. If the conditions of the handicapped or disadvantaged students require a separate program, the funds can be used only for 50 percent of those costs that exceed the eligible recipient's average per pupil expenditure of providing vocational education programs to regular students. This is an effort to encourage schools to place these students in regular programs where possible, but allows funding of separate programs when needed. (Further, federal funds set aside for the disadvantaged must use the same proportion of those funds for persons with limited English proficiency as the number of limited English proficient individuals it served in vocational education in the preceding year bears to the number of such persons served by all participating eligible recipients in that year.) Funds for the disadvantaged may also be used to improve access to quality programs for these students, to pay for the costs of activities which apply the latest technological advances to courses of instruction, and to purchase modern machinery and equipment in schools where 75 percent of the students are economically disadvantaged.

Unlike the other funds contained in the basic grant, which are distributed on a discretionary basis by the state, these funds (totalling nearly a third of the grant) must be passed through by a formula to eligible recipients (local schools and postsecondary institutions). This formula has two parts:

- one half is allocated based on a local recipients's share of economically disadvantaged individuals enrolled by all local recipients in the state in the preceding fiscal year (this part of the formula will help drive more federal funds to disadvantaged urban areas);

- the other half is based on the recipient's share of handicapped or disadvantaged students and students with limited English proficiency in vocational education programs by all local recipients in the state in the preceding year.

The law also requires that the State Board gives the following assurances in the implementation of programs for the handicapped and disadvantaged:

- equal access will be provided in recruitment, enrollment and placement activities, as well as in the full range of vocational programs;

- handicapped students will be placed in the least restrictive environment and will have their programs, as appropriate, be included as a component of the individualized education plan required by the Education of All Handicapped Children Act;

- information will be provided to students and parents of handicapped and disadvantaged children, one year before enrollment in vocational education programs but not later than the ninth grade, about the requirements for eligibility for enrollment into vocational education programs.

Further, each handicapped and disadvantaged student who enrolls in a vocational program shall receive the following services:

- an assessment of interest, abilities, and special needs needed for successful completion;

- special services to meet the needs determined by the assessment program;

- guidance, counseling and career development to provide the special services and to facilitate the school to work transition.

The law is particularly unique in its detail to the programs that are geared to these two special population groups. Fewer requirements are placed on programs that are targeted to the other four special populations cited in the law.

Adults in Need of Training and Retraining

The law reserves 12.5 percent of each state's grant for serving adults in need of training and retraining. This replaces the 15 percent set aside for postsecondary programs contained in previous legislation. Generally, these funds may be used to provide, improve and expand vocational education services to train and retrain adults. The law suggests that funds may be used for additional training under Title III of JTPA, and for serving adults in other vocational education programs, including those already in the labor market or in postsecondary programs.

Single Parents and Homemakers

This is a new set aside, reflecting the intent of Congress to increase opportunities for women in vocational education. States must spend 8.5 percent of their grant to furnish single parents and homemakers with marketable skills. These funds may be used to provide basic literacy instruction, expand the capacity of schools to serve these individuals, make grants to community based organizations, provide supportive services such as child care and transportation, and to provide information and outreach to single parents and homemakers.

Programs to Eliminate Sex Bias and Stereotyping

This program is an expansion of the duties of the sex equity coordinator that was mandated in the 1976 vocational education amendments. In addition to spending $60,000 from state administrative funds to support a sex equity coordinator, 3.5 percent of a state's allotment must be used to eliminate sex bias and stereotyping in vocational education, provide services to women ages 14-25 that will help these individuals support themselves, and provide supportive services including transportation and child care.

Criminal Offenders

This is a new set aside; 1 percent of the basic grant must be used for serving individuals in correctional institutions. These funds may be used to meet the special needs of such persons for vocational education services and activities.

Part B - Vocational Education Program Improvement, Innovation and Expansion

During the reauthorization of the Vocational Education Act, a major criticism of the program was that federal funds were not being used to improve or upgrade programs. Studies indicated that federal funds were frequently used to maintain on-going state and local programs. The Carl D. Perkins Act attempts to correct this situation by requiring that at least 43 percent of state and local allotments be spent on activities to improve and expand programs. No funds in Part B may be used to maintain existing programs. This change will require states to withdraw federal funds from many programs that previously received this support unless they meet the criteria in the state plan that allows Part B funds to be used for expansion, improvement, modernization and development of high quality vocational education. However, states may have some discretion in this regard since the Department of Education may allow states to determine how long a program is in a "developmental" stage.

Within the broad context of program improvement and expansion, states are given considerable latitude in how these funds may be spent. A broad range of activities, including supportive services listed in the law. However, states are free to undertake activities they decide are appropriate to meet their needs for quality improvement. This provides great flexibility in the use of funds. Suggested activities include:

- the development and improvement of programs to improve the quality of vocational education including high technology;
- new services for urban and rural areas;
- the creation or expansion of programs to revitalize business or to attract new businesses into the state;
- curriculum development including the application of basic skills;
- acquisition of equipment and the renovation of facilities;
- special courses to teach principles of mathematics and science;
- personnel to coordinate activites between employees and school;
- vocational student organizations;
- stipends for students who have acute economic need;
- construction of area vocational school facilities in areas having a demonstrated need for such facilities;
- the provision of vocational program with private vocational education institutions;
- the acquisition of high-technology equipment including communications and tele-communications equipment;
- the development or expansion of in-service and pre-service training for teachers, counselors and administrators;
- day care services for children of students.

Within the requirement to spend more funds in economically depressed areas, states may distribute funds under this part on a discretionary basis, i.e., in the manner the state belives is most appropriate to carry out the programs in the state.

Title III - SPECIAL PROGRAMS

The law authorizes five separate programs in addition to the basic grant contained in Title II. These programs would allow additional funds (allocated by the Title II formula) to flow to states for "special and limited" purposes.

- State Assistance for Vocational Education Programs by Community Based Organizations; (Part A)
- Consumer and Homemaker Education; (Part B)
- Adult Training; (Part C)
- Comprehensive Career Guidance and Counseling Program; (Part D) and
- Industry Education Partnership for Training in High Technology Occupations. (Part E)

Assistance for Community-Based Organizations

This program authorizes special vocational education programs that are jointly conducted by community-based organizations and eligible recipients. Activities and services funded under this part must be aimed primarily at increasing the enrollment of "severely economically and educationally disadvantaged youth" (ages 16-21) into vocational education programs. Activities that may be considered are:

- outreach programs to facilitate students' entrance into transitional services, vocational education, employment or other training programs;
- attitudinal and motivational prevocational training;
- career programs;
- assessment of student's vocational education and job needs;
- guidance and counseling.

Consumer and Homemaking Education

The law authorizes activities and services that prepare youth and adults for the occupation of homemaking, as well as instruction in foods, nutrition, consumer education, child development, family living, clothing and textiles. At least one-third of these funds are to be spent in economically depressed areas and a state may spend no more than 6 percent of these funds in "leadership activities".

The authorization of $32 million is the same as current appropriations for this program. It is likely that even without a supplemental appropriation, Congress will allow the Department of Education to direct states to continue to spend at current levels for consumer and homemaking programs.

Adult Training, Retraining and Employment Development

Although funds are earmarked under the basic grant for adult training and retraining, additional financial assistance is provided under this special program to

states so they can expand and improve vocational programs for training and retraining adults who are about to enter or reenter the labor market. Individuals that should be served by the program are high school graduates or school dropouts who need training, the unemployed, employed people in need of retraining, displaced homemakers and single parents and workers fifty-five and older. The law also requires that 50 percent of these funds be spent on single parents and homemakers. The sex equity coordinator may administer this portion of the program.

This program has special requirements to ensure its coordination with the Job Training Partnership Act:

- The State must include in their plan how coordination will take place between this program and Title III of JTPA.
- The State Board must consult with the State Job Training Coordinating Council so that the council takes account of projects under this proposal when it formulates recommendations to the Governor, for the coordination and special services plan.
- The State Board may adopt procedures that it considers necessary to encourage coordination between schools and Job Training Partnership Act administrative entities.

Suggested activities for this program include:

- short term training projects to upgrade or update skills
- programs designed cooperatively with employers
- institutional and worksite programs including apprenticeship
- building linkages between vocational education programs and private sector employers, economic development agencies and other public and private agencies
- entrepreneurship training
- recruitment, job search assistance, counseling, remedial services
- curriculum development

Career Guidance and Counseling

The law authorizes special programs for career guidance and counseling. These programs must be designed to meet the career development, vocational education and employment needs of students and to assist individuals in acquiring self-assessment, career planning, career decision making and employability skills. One objective of this program is to encourage the elimination of sex bias and stereotyping. States must use 20 percent of these funds for this program. The law requires states to maintain their current level of expenditures for guidance and counseling programs.

Industry-Education Partnership for Training in High-Technology Occupations

This new program is authorized at $20 million for the purpose of providing incentives for business and the vocational education community to jointly develop programs to train skilled worker in high-technology occupations. High technology is defined in the law as state-of-the-art computer, micro electronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used in manufacturing, communication, transportation, agriculture, mining, energy, commercial and similar economic activity and to improve the provision of health care.

This program is unique because it requires participating businesses to share in the cost of the program. The costs of the program must be divided equally between federal and non-federal sources and 50 percent of the non-federal share must be provided by participating businesses. The contribution may be cash or an "in-kind" contribution such as facilities, overhead, personnel and equipment. The federal share of the program must come equally from federal funds available in this program and from Part B of the Basic State Grant. If a local school is not able to provide its share of the non-federal funds, the State Board may make additional federal or state funds available to the school so that it may participate in the program.

These joint programs must be coordinated with the Job Training Partnership Act and with other vocational education programs conducted under the basic grant. They need to be developed with the active participation of the State Council on Vocational Education.

Activities under this program include:

- training and retraining of instructional and guidance personnel;
- curriculum development and the development or acquisition of instructional and guidance equipment and materials;
- acquisition and operation of communication, telecommunications, and other high-technology equipment.

State Boards are asked to give special consideration to the following factors when approving projects:

- level and degree of business participation in the development and operation of the project;
- the demand for workers with the level and type of skills the project is designed to produce;
- overall quality of the proposal, with particular emphasis on the probability that prospective trainees will successfully complete the program and the capability of the school, with assistance from the participating business, to provide high quality training for skilled workers and technicians in high technology;

- the extent to which the project will serve all segments of the population.

Title IV - NATIONAL PROGRAMS

An extensive array of national programs are established under this law. These programs are the responsibility of the federal government and are carried out by either by federal agencies or through grant and contracts.

The Department of Education is entitled to receive 2 percent of the total amount available for vocational education for national programs; an additional 1.5 percent of the total appropriation is available for Indian and Hawaiian Natives Programs (the Department of Education uses funds reserved for these programs to make awards to tribal organizations and organizations primarily serving Hawaiian natives to plan, conduct, and administer vocational education programs for those populations.)

National Programs encompass five areas:

- Research (Part A),
- Demonstration programs (Part B),
- Vocational Education and Occupational Information Data Systems (Part C),
- the National Council on Vocational Education (Part D),
- Bilingual Vocational Training (Part E).

Research

The law reserves 35 percent of the national program allocation for research on aspects of vocational education specifically related to this Act. This part also authorizes the Secretary to conduct a national assessment of vocational education assisted under this Act through independent studies and analysis by the National Institute of Education. The final report must be submitted to the Congress by January 1, 1989. A single National Center for Research in Vocational Education will be maintained, and selected every five years.

Demonstration Programs

The law authorizes $2.3 million for the following demonstration projects:

- Cooperative Demonstration Programs provide grants for model programs including examples of successful public/private cooperative efforts;
- State Equipment Pools provides competitive grants for State Boards to develop loan programs for high-technology state-of-the-art equipment;
- Dislocated Worker Projects establishes one or more demonstration sites for successful displaced worker programs;
- Model Centers for Older Workers (establishes grants programs for older worker centers to serve those 55 years of age and older and a national

clearinghouse within the Department of Education to provide information on these centers.

Vocational Education and Occupational Information Data Systems

The law requires that 30 percent of national program funds are reserved for a national vocational education data reporting and accounting system using uniform definitions. The law also continues the requirements for National and State Occupational Information Coordinating Systems and earmarks $3.5 million for this purpose. State Committees must use their funds to implement an occupational information system to meet the needs of programs both under this Act and the Job Training Partnership Act.

National Council on Vocational Education

The law authorizes $500,000 for the continuation of a National Council. This Council, which has been restructured to have a private sector majority (9 out of 17 members must be private sector) must submit a biannual report to the President, the Congress, and the Secretary evaluating the needs, status and progress of vocational education, and issue interim reports as it deems necessary. The Council may also set up working groups on occupational competencies similar to technical committees formed at the state level.

Bilingual Vocational Training

The law authorizes programs to make awards that support bilingual education and training for individuals with limited English proficiency. Funds are also reserved for a bilingual vocational instructor training program and for development of instructional and curriculum materials.

Title V - GENERAL PROVISIONS

The most significant provisions in this part concerns to what extent federal funds may be applied toward programs required by this law and the requirement for states to maintain their current level of funding for vocational education programs.

Federal Share

The law continues matching requirements -- i.e., for certain programs required by this law, the federal funds may only pay for 50 percent of the costs of the program. These provisions directly affect the use of state and local dollars by "requiring them to devote resources of their own as a condition of receiving federal aid." Since states and localities overall spent more on vocational education than the federal law requires, "matching requirements only affect state and local behavior when matching is required for a particular program or purpose ... which recipients would, on their own, have funded at a lower level."5/

5/"The Vocational Education Study: The Interim Report", National Institute of Education, September, 1981.

Federal funds may be used to support the following:

- 50 percent of state and local administrative costs;
- 50 percent of the costs of programs for the handicapped, disadvantaged, and adults in need of training under Title II, and 100 percent of the costs of other special populations served in that part;
- 50 percent of the cost of improvement, innovation and expansion of programs that are carried out under Title II, Part B; and
- 100 percent of the cost of the State Council, the sex equity coordinator, and the cost of the five special programs authorized under Title III.

Maintenance of Effort

In order for a state to receive federal funds, it must maintain its previous level of fiscal effort in support of vocational education, as measured by either the per student level or at overall expenditure levels, using the past two years as a base. This requirement may be waived by the Secretary of Education in an emergency. The maintenance provision does not apply at the local level.

Conclusion — New Opportunities in Vocational Education for the Private Sector and the Job Training Community

At all levels of implementation, the Carl D. Perkins Act contains numerous provisions to ensure the participation of the private sector as well as professionals and volunteers in the Job Training Partnership system in vocational education programs. These links -- some of which are new with this Act -- are constructive opportunities to expand the partnership between educators, employers and labor and to encourage coodination and communication between related federal programs. The specific provisions are cited throughout this report, however it may be useful to review these opportunities and responsibilities separately as they pertain to employers and the JTPA system.

Vocational Education and Employers

Employers have been members of the national and state councils on vocational educators since their inception, however their greater participation has probably been at the local level where they serve in general advisory councils and on craft committees. The local advisory councils which were required under previous federal legislation, assist local school systems by advising them on current job needs and on the relevance of their courses to these job needs. Craft committees are set up according to program area and are comprised primarily of people employed in the occupation. These committees offer recommendations on instruction, curriculum content and competencies that program completers need to achieve. According to the Department of Education, there are 40,000 craft committees across the nation.

Despite evidence of this widespread employer participation at the local level, there has been concern by the Congress that stronger and more consistent ties between educators and employers, particularly at the state and policy making levels, were necessary to keep vocational programs current with a changing labor market.

This law creates extensive opportunities for employers to work with educators in achieving high quality programs. The employer response to these initiatives that are created by the law will be closely observed by Congress and the vocational education system to determine whether it takes place and whether it helps the system reach its potential as a major source of occupational education and re-education appropriate to the developing economy.

The primary opportunities and responsibilities created by the Carl D. Perkins Act for employers to take part in vocational education programs are:

- Increased Representation on State Councils. Employers and representatives of labor organizations will make up a majority of the membership of these groups which are the primary forum for broad policy input into the system. The chair of the council must be a representative of the private sector membership. Related to the increased employer role on the state council are requirements in the state plan to evaluate federally funded programs against labor market conditions and the hiring needs of employers.

- Establishment of "Technical Committees". These committees are a new opportunity at the state level for employers to work with educators in defining the competencies needed in state-of-the-art model curricula. This information should include the specific occupational competencies needed to enter and progress in priority occupational areas within the state. State Boards must set up at least two technical committees.*

- Increased Representation on National Council on Vocational Education. The private sector will now make up a majority of the membership of this council. The National Council advises the President, the Congress and Secretary of Education on the effectiveness of this Act in meeting its objectives and specific aspects of the program, such as how to best serve adults, and the handicapped, how to increase cooperation between business and vocational education and assess coordination between vocational education, JTPA and apprenticeship programs.*

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*Employers who wish to be considered or recommend others for nomination to the state and national councils or want to have input in the formation of technical committees will need to move quickly. State councils must be in place by April 1 and the nomination process may be underway in many states (technical committees will probably be on a slower timetable and may not be formed until this summer). For further information on the nominating official and process in your state, please contact Dr. Ralph Bregman at the National Alliance of Business (202/289-2915).

- Industry-Education Partnership for Training in High-Technology Occupations. This program provides incentives for business and education to form creative partnerships for training in high technology occupations. Federal funds for this program must be matched by a cash or in-kind contribution from participating businesses and state or local funding.

- Cooperative Demonstration Programs. Public and private agencies will be eligible to receive grants or contracts from the Secretary of Education to promote examples of successful cooperative programs between employers, labor, state boards, and local schools that assist vocational education students make the school-to-work transition. Recipients of this grant must provide 25 percent of the cost of the program.

Beyond these state and national collaborative structures, there are many activities and services that can be funded under a state's basic grant or through the special programs by this Act that will be of special interest to the private sector.

- the creation or expansion of programs to train workers in skilled occupations needed to revitalize business or to promote the entry of new businesses into a state;

- institutional and worksite programs, including apprenticeship training programs especially tailored to the needs of an industry for skilled workers, or to assist an existing work force to adjust to changes in technology or work requirements;

- quick-start, customized training for workers in new and expanding industries or for workers for placement in jobs that are difficult to fill because of a shortage of workers with the requisite skills;

- cooperative education programs with public and private sector employees and economic development agencies;

- entrepreneurship training programs which assist individuals in the establishment of mangement and operation of small business enterprises;

- the assignment of personnel to work with employers and schools to coordinate programs that are responsive to the labor market and are supportive of apprenticeship training;

- projects which provide opportunities for guidance counselors to obtain first hand experience in business and to acquaint students with business, the labor market and training opportunities.

The list is not inclusive but it is reflective of the commitment of the Congress to support an active role for the private sector in the planning and implementation of vocational programs and is indicative of the variety of opportunities that employers have to work with vocational educators to ensure that vocational programs keep pace with the changing needs of the workplace.

Vocational Education and the Job Training Partnership Act

The Carl D. Perkins Vocational Education Act contains numerous requirements to bring about a coordinated approach to addressing the vocational education needs of the broader population and the more focused training needs for the economically disadvantaged. As did the Job Training Partnership Act, this law reflects the Congress' intent to reduce inefficiency and overlap caused by lack of coordination and communication between related federal programs.

A summary of the key requirements that relate to the JTPA system are:

- State vocational education plans will be for the same two-year periods as coterminous with planning periods under the Job Training Partnership Act. (The intitial plan developed this year will be for the three-year period from July 1, 1985 through June 30, 1988.)

- State plans must be available to the State Job Training Coordinating Council for review and comment 60 days prior to sending it to the Secretary of Education for approval.

- If the issues raised by the State Job Training Coordinating Council are not in the final State plan, the State must submit the comments with the plan to the Secretary.

- The new State Council on Vocational Education, which assists the State in developing the plan, must have a majority of private sector members. One of the business representatives must be a member of the State Job Training Coordinating Council.

- In choosing members for the State Council on Vocational Education, "due consideration" must be given to appointing individuals who serve on local Private Industry Councils under the Job Training Partnership Act.

- The State plan must describe proposed methods for joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act.

- Requirements for local application of funds (by local educational agencies or postsecondary institutions) will be determined by the State, but they must include:

  -- a description of coordination with relevant local Job Training Partnership Act programs conducted in the area, to avoid duplication;

  -- a requirement that each local application be available for review and comment by the appropriate administrative entity (or Private Industry Council) under the Job Training Partnership Act.

- The State Board responsible for vocational education must make a listing of all programs assisted available to each Private Industry Council.

- The law requires that 12 percent of state and local grant funds be used for adults in need of training or retraining. These funds may be used for:

  -- services and activities developed in coordination with the State agency administering JTPA dislocated worker programs;

  -- additional training for dislocated workers under Title III of JTPA;

  -- vocational training for adults, including programs for older workers and displaced homemakers.

- Once every two years, the State Council on Vocational Education must evaluate and report on the vocational education program delivery systems under this Act and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts.

- If Congress appropriates special grant funds (as yet unfunded) for the new state-administered "Adult Training, Retraining, and Employment Development Program", the State must:

  -- include in its plan the methods and procedures for coordinating services funded under this grant with dislocated worker programs under the Job Training Partnership Act;

  -- adopt procedures considered necessary to encourage coordination between local educational agencies (receiving funds) and the appropriate administrative entity established under the Job Training Partnership Act to achieve the most effective use of all federal funds through programs that complement and supplement each other, and to provide on-going and integrated programs of training for workers in need of it.

- Community-based organizations will have increased opportunities to receive funds under this Act. Beyond the special program for CBOs contained in Title III to "enhance the enrollment of severely economically and educationally disadvantaged youth," states may contract with CBOs to provide any of the services or programs in Title II. States are directed to use CBOs "to the extent feasible" in areas where vocational programs and facilities do not adequately meet the needs of disadvantaged students or where the CBO can better serve disadvantaged students. CBOs are defined in the law as organizations of "demonstrated effectiveness" as described in JTPA.

- Each State must establish a State Occupational Information Coordinating Committee (SOICC), with members representing the State Employment Service, economic development, and the State Job Training Coordinating Council.

- Information developed by the SOICC on emerging technologies, occupational skill requirements, changing content of jobs, and hiring needs of employers in the state will be relevant to the planning of both vocational education and Job Training Partnership Act programs.

- Within the constraints of this law, federal vocational education funds can be used to meet matching requirements for programs under the Job Training Partnership Act.

These provisions should provide both the JTPA and vocational education systems with sufficient cause to review their own goals and methods for program coordination. How and when programs and services should be coordinated is generally left to state discretion. Administrators and Council members in the JTPA system are likely to endorse the coordination provisions but may also feel the pressure of a very short transition period that is now taking place.

In March and April, JTPA state councils will be asked to comment on the three year vocational plan now being prepared. Some councils may be unfamiliar with the new planning requirements and may feel they are not adequately prepared to provide the degree of input they would like for such an important plan. An opportunity to have meaningful input into the delivery of vocational programs can take place beyond this initial comment period. State Boards will determine if modifications based on changes in funding labor market or program conditions are needed on a continuing basis. Any subsequent amendments to the plan must be reviewed by the State Job Training Coordinating Council.

Similar steps should occur at the local level. Local applications for federal funds must be available for review and comment by the service delivery area administrative entity. Although these applications match the state planning period, amendments may be required by the State Board. Service delivery areas should ask to receive these amendments for their own information. Private Industry Councils are also required by law to receive a listing of federally funded vocational education programs in their area. The JTPA system should use the state and local planning process to build an information base on vocational education programs in their community. With this data, the JTPA system has an ongoing opportunity to build sufficient background to offer constructive comments throughout the state and local vocational education planning process, and to develop with vocational education joint activities and services that grow out of an in-depth understanding of each system and what they can provide.

1985 Implementation Timetable

- January-February: State agency will develop a draft program plan for vocational education.

- January-March 31: Governor or State agency will be gathering recommendations for membership of the new State Council on Vocational Education. The law requires that the State Council be formed by April 1. However, states are being urged to establish their councils before March 1 to allow as much time as possible for the councils to review and comment on the State plan.

- March 1: The draft State plan on vocational education must be made available to the State Job Training Coordinating Council, State Legislature, and State Council on Vocational Education for review and comment.

- April 1: The Governor (or State Board of Education in those states where the board is elected) must appoint and certify members of a new State Council on Vocational Education. The Council must have a majority of members representing the private sector, one of whom must be chosen from the State Job Training Coordinating Council.

- May 1: The final State plan must be submitted to the Secretary of Education.

- July 1: The Secretary must have completed review of the State plan.

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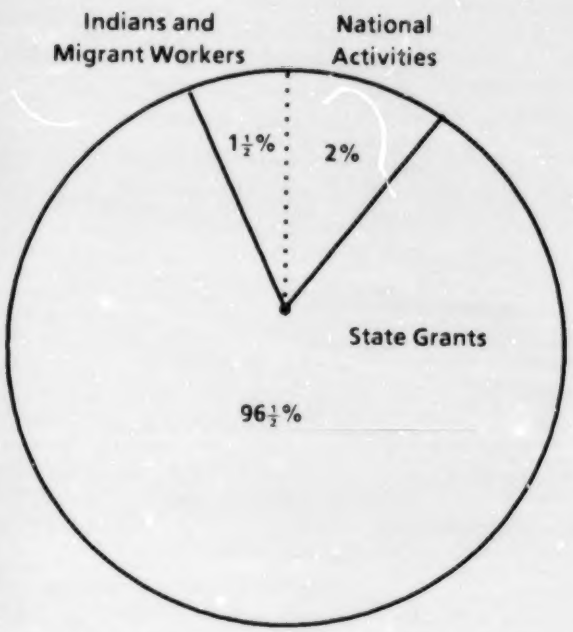
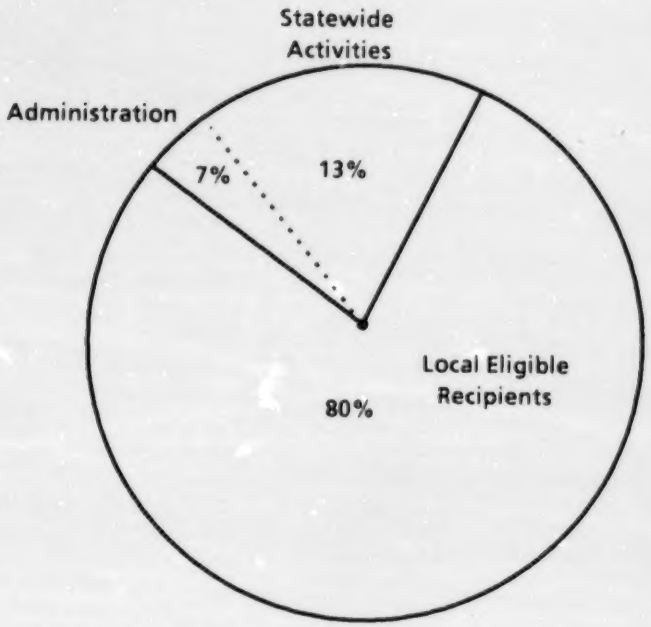
For further information on this Technical Report, contact Mary Ann Donovan of the National Alliance of Business Policy Department (202/289-2925).

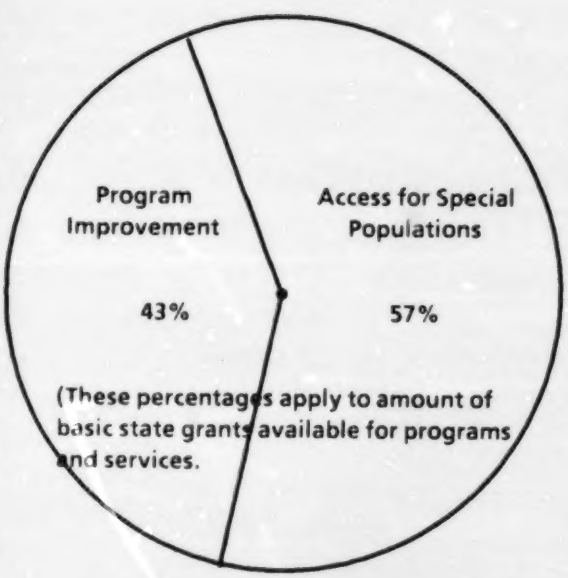
REQUIRED DISTRIBUTION AND USE OF FEDERAL FUNDS UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT



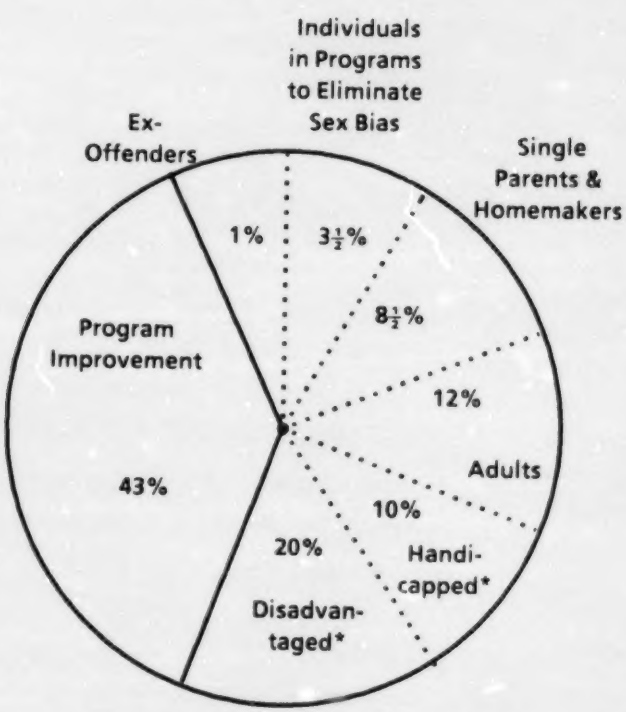
Distribution of Federal Funds for National and State Programs



Distribution of Basic State Grant Funds Between State and Local Agencies


Program Improvement
Access for Special Populations
43%
57%
(These percentages apply to amount of basic state grants available for programs and services.

Division of Basic State Grant Funds by Program Purpose



Division of Funds for Special Populations

*Allocated to Local Eligible Recipients by Formula.